



# SC Annual School Report Card Summary

**Tigerville Elementary  
Greenville**

**Grades: PK-5**

**Enrollment: 325**

**Principal: Regina M. Urueta**

**Superintendent: Dr. Phinnize J. Fisher**

**Board Chair: Megan Hickerson**

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Average	Average	TBD	TBD	Met	N/A
2008	Average	At-Risk	N/A	Silver	Met	N/A
2007	Average	At-Risk	N/A	N/A	Met	N/A

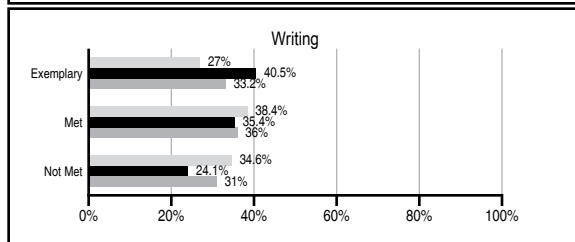
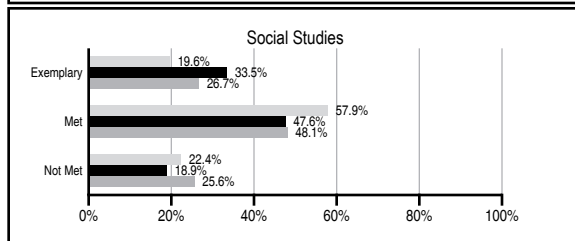
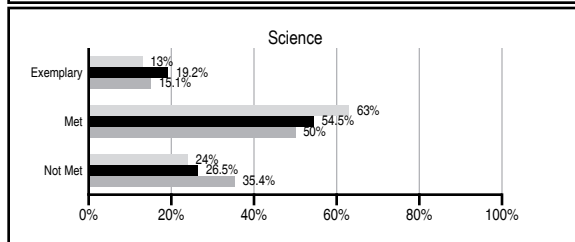
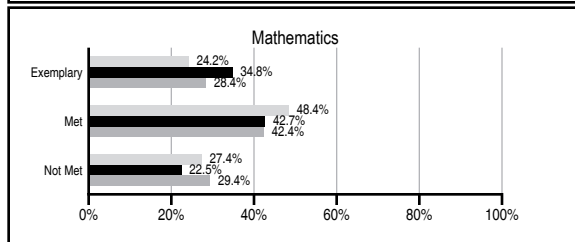
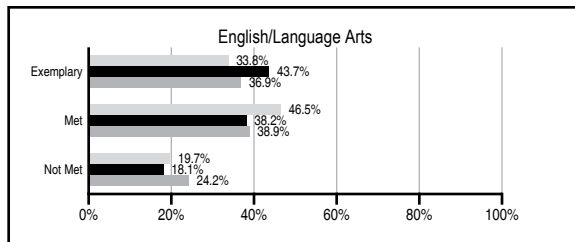
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
17	28	40	0	0

\* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

### READING – GRADE 4 (2007)

South Carolina	41	33	20	5
Nation	34	34	24	7
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

### MATH – GRADE 4 (2007)

South Carolina	20	44	31	5
Nation	19	43	33	5
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

### SCIENCE – GRADE 4 (2005)

South Carolina	36	39	23	2
Nation	34	39	25	2
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

## SC PERFORMANCE GOAL

### 2010 Goal:

*By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.*

### 2020 Vision:

*By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# Tigerville Elementary [Greenville]

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=325)</b>				
Retention rate	2.2%	Down from 2.7%	1.8%	1.9%
Attendance rate	96.0%	Down from 96.3%	96.3%	96.3%
Eligible for gifted and talented	8.8%	Down from 9.7%	14.2%	10.0%
With disabilities other than speech	14.5%	Down from 15.4%	7.4%	7.7%
Older than usual for grade	0.7%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	64.0%	Up from 42.3%	61.2%	59.4%
Continuing contract teachers	88.0%	Up from 80.8%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.2%	Down from 90.5%	88.6%	85.9%
Teacher attendance rate	95.1%	Up from 94.6%	95.2%	95.1%
Average teacher salary*	\$46,698	Up 6.1%	\$47,701	\$47,149
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	16.5 days	Down from 20.3 days	11.2 days	11.1 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.1 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.4%	Up from 88.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,005	Up 5.1%	\$6,951	\$7,458
Percent of expenditures for instruction**	61.1%	Down from 61.5%	69.2%	68.8%
Percent of expenditures for teacher salaries**	57.2%	Up from 56.9%	62.9%	63.2%
% of AYP objectives met	100.0%	No Change	100.0%	100.0%

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	24	57	43
Percent satisfied with learning environment	100.0%	94.7%	95.2%
Percent satisfied with social and physical environment	100.0%	94.7%	95.3%
Percent satisfied with school-home relations	100.0%	86.0%	86.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Strategic plans for determining school direction in the areas of curriculum and instruction, student achievement, and facilities are developed by all stakeholders at Tigerville. Yearly, the plan is revisited, updated, and changed to meet the needs of the students. Teachers, parents, administrators, and community members set school goals that correlate with Greenville County Schools' Education Plan: Goal 1, Raise the Academic Challenge and Performance of Each Student; Goal 2, Ensure Quality Personnel in all Positions; Goal 3, Provide a School Environment Supportive of Learning; Goal 4, Effectively Manage and Further Develop Necessary Financial Resources; Goal 5, Improve Understanding and Support of Public Schools.

During the 2008-09 school year, a before-school tutoring program was provided and instructional materials were purchased to assist students scoring in Below Basic in ELA, Math, Science, or Social Studies on PACT. A State Department course was provided for all staff members focusing on "Teaching All Kinds of Minds." Focus learning groups were created based on individual student skill analysis determined by MAP RIT scores in Reading and Math deficit areas. Specific instruction was then given to the students on a weekly basis.

PTA and SIC members worked closely with the school to evaluate the programs that were utilized for academics and character education. Discussions and cooperative planning between the two parent groups was phenomenal and is working to benefit all students in the school. "Disabilities Awareness Day" continued through volunteer assistance from these parent/school groups.

Our mission to provide quality educational experiences tailored to meet the individual needs of students is constantly revisited by staff members, parents and community volunteers. We believe learning must include instruction that is aligned with state standards, integrated, and includes opportunities for the use of technology and writing. The instruction is multi-level, takes place in individual, small, and large groups, and addresses the diverse learning styles of our students. A variety of assessments inform our instruction—MAP testing, rubrics, benchmarks, observation, peer and student evaluations, and learning style needs. Our school has a community atmosphere in a bright, child-centered facility with high expectations, supportive administration, and a highly qualified and collegial staff. We envision a school with mutual respect, responsibility, and cooperation among the home/school community, where the curriculum meets the needs of all students and the environment is safe and inviting to all.

Becky Tucker, SIC Chairperson  
Regina Urueta, Principal

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